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But besides method, a theory of education includes the questions of end, of educative process, and of materials of instruction. The author holds "that the supreme end of education is the ethical life" (p. 27),—which embraces both the moral and the spiritual (or religious) life. This view appears to be one-sided; and in practice Dr. Laurie furnishes a verification of it only in the short chapter on *Ethical Education* (pp. 199-214). The educative process receives scant consideration, though one sees that Dr. Laurie could have written wisely upon it. What he says of the materials of instruction (pp. 35-39, 196-8) is so good that one regrets there is so little of it. I may, however, refer the reader to his "Theory and Curriculum of the Secondary School" in his *Teachers' Guild Addresses*, and to "Liberal Education in the Primary School" in his *Occasional Addresses*, as also to his book on *Language and Linguistic Method in the School*. The present work is to be criticized, not only for its omissions but also for its repetitions. It is clearly made up of extracts from the author's university lectures; and the selections are sometimes arbitrary. A discussion on the educational value of different subjects of study is omitted because it "extends over five or six lectures, which would too much encumber this book" (p. 41)! Similarly of "twenty-five lectures" on Method (195 n)! On the other hand the last half of the book repeats somewhat from the first, and the point of view has occasionally changed. On p. 185 it is said that "training and discipline is greater than knowledge," though on p. 43 this had been denied. The writer might also be criticized for introducing into this volume an appendix of 20 pages and a good many scattered notes besides on subjects purely metaphysical: they are "to be omitted by students of education" (VI)! 'Tis a pity the space had not been added to the chapter on School Management, which is now only five pages.

With all its faults of perspective, arrangement, and omission, the book is nevertheless one of the greatest value on the Philosophy of Education. It derives sound and valuable principles and maxims of education from a just and profound analysis of mind. The author is master of his subject, and his spirit will prove an inspiration to every teacher who comes in contact with it.

*J. G. Schurman.*

*Greek Lessons.* Part I, The Greek in English. Part II, The Greek of Xenophon. By THOS DWIGHT GOODELL, Assistant Professor in Yale University. Henry Holt & Co. New York.

For several years the battle against Greek has been more aggressive. The fiat, "Greek must go," has come from sources high and low, all more or less authoritative. Presidents of colleges and professors, judges, divines and editors have joined in the cry, and still Greek stays. The policy of throwing it out of

high school preparatory courses has been seriously discussed in some of the more important educational gatherings, and yet it is discovered that the number of those studying Greek has largely increased and more attention is paid to it in school and college. The increasing number of excellent text-books of all grades on this subject, written by teachers of best experience and highest scholarship testifies to the growing demand for thorough and correct study of the noblest tongue.

The *Greek Lessons* by Professor Goodell is a remarkable answer to those who noisily declaim about "the waste of time and labor expended on mere mental gymnastics which can be as well found in acquiring knowledge of some practical subject adapted to this practical age."

Part I, *The Greek in English*, gives a clear and concise statement of essential elementary work for the beginner who studies Greek to acquire the language. The main stress, however, is laid upon the relation of Greek and English words, *i. e.*, the teacher and learner are compelled (or rather attracted) to form the habit of *finding out what words mean, and to use them accordingly*. All teachers of experience make this one of their principal aims, and all our elementary books have done more or less in this direction, but this book compels it. The notes on derivation are full and suggestive, and the style of the author especially clear and concise. The opponents of the study of Greek cannot afford to avoid the close reading of this part, while the teacher of Greek will find it delightfully helpful, and whatever book he may use in his classes, this is worth a place on his study table.

Part II, *The Greek of Xenophon*, occupying about two-thirds of the book, presents a systematic, progressive course embracing the essentials of Etymology and Syntax. It uses the text of the first chapters of the Anabasis not mincing it into detached, unconnected word parcels, but giving the sentences of the warrior historian in full. Word derivation and formation is still continued and the peculiarities of euphony of vowels and of consonants are introduced when they become necessary in building the inflexions of nouns and verbs. The notes to the exercises both for translation into Greek and into English are stimulating and clear. They lead the student to think and apply the various principles of style and construction.

There are many valuable suggestions all through the book which could come only from a close student and a rare teacher. Whether we accept the modest disclaimer of the author that there is little here that is new, or not, we are bound to recognize the fact that he has made most excellent use of both the new and old. On page 115 (the first of Part II) he says: "It is absolutely necessary therefore, to gain, as early as possible, the habit of catching the full meaning of every syllable as it is read or spoken." This is in Italics. The rest of the page should also

be equally emphasized. The last sentence deserves to be written in letters of gold.

Again, on page 126, foot note : "It is intended that all translation from Greek in the class should be done from the teacher's reading." Every teacher who tries this for three months in a beginning class of Greek or Latin will be likely to allow an open book in the class rarely, except for explanation of difficult points or for illustration. In the same note : "The Greek exercise should be read aloud by the pupil until it can be given readily and on review should be translated back into Greek from the English." Yes, and the review should come soon after the first translation has been thoroughly finished. This is good old Roger Ascham's method by which he made Queen Bess the best Greek scholar in her realm. A trial of these methods will prove in the hands of a competent teacher a saving of time—by strengthening the memory, increasing the ease and power of translating and ensuring an early appreciation of the style of the author.

It is evidently the opinion of Professor Goodell that the beginning of comparative philology should not be undertaken by the younger students. This is perhaps the general opinion of those who have charge of advanced students. Is it not possible to present the simplest elements of this science in the first steps of Greek in a manner that will be helpful then and prepare the mind to grasp the science fully during the college course? With the present practice students leave college with less knowledge of the relations between the languages than they should have on entering. It is believed by many, that the introduction of this science in the simplest elementary way illustrated by cognate words in Latin, Greek, German, and English, would be helpful rather than confusing to the learner, and that a mental habit would early be formed which would be of great practical advantage in the saving of time in language study and in making the memory active not for the college years alone, but for all the years that men have to do with ideas and words. A little space devoted to this as occasion might serve, would not increase the bulk of the book greatly, and might be omitted at the discretion of the teacher.

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*The Beauties of Nature, and the Wonders of the World we Live in.*  
By the RT. HON. SIR JOHN LUBBOCK, F.R.S., LL.D., &c.  
Macmillan & Co.: New York and London. pp. 429.

The name of Sir John Lubbock will be a sufficient guarantee to many students of nature for the character of his new book, "Beauties of Nature." Those who have read his classic experiments upon the habits of "Ants, Bees and Wasps," or the charming stories of adaptation in "Flowers and Insects," will read with especial